



# DIFFICULTIES IN FLUENTLY SPEAKING HINDI LANGUAGE OF HINDI METHODOLOGY STUDENTS FROM NON - HINDI SPEAKING STATES

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## ABSTRACT

Education is an exchange with the help of the major four skills like listening, speaking, reading and writing. In classroom teaching work, the teacher has to use the speaking skills the most.

In the B.Ed., the trainees who are taking training to become teachers of Hindi subject with Hindi methodology, if they themselves cannot speak very well in Hindi language then how will they be able to teach their students in Hindi?

Researcher himself is a lecturer in Hindi methodology in a B.Ed. college. Periodically this problem was found in practical work or during communication. Therefore, Researcher decided to do an Action research work on this problem.

This work has been done with the objectives like, to know the reasons for not being able to speak Hindi very well, to know the mistakes being made in speaking Hindi, to tell the ways of effective speaking in Hindi etc. In this work survey method was used by the researcher. The collection of data was done with the help of an Interview Schedule. The analysis of data in this work was performed by calculating percentage.

By having years of experience of teaching Hindi Methodology students, the reasons for the students' difficulties to speak Hindi are: they do not get enough opportunities to speak in Hindi, they mostly speak in Gujarati with friends, there is no atmosphere of speaking in Hindi in the family conversations also, teachers also did not create classroom atmosphere for speaking in Hindi etc.

For the improvement in Hindi Speaking skills several suggestions are given by the researcher like: Communication with the Method Master in Hindi only, conversing in Hindi with friends as well, coming to the stage and express themselves in Hindi whenever they get opportunities etc. Some trainees have rigorously implemented all these suggestions and some considerable improvement has been observed among their Hindi Speaking skills.

## INTRODUCTION:

Speaking is fundamental to human communication. Just think of all the different conversations we have in one day and compare that with how much written communication we do in one day.? In our daily life we speak more than we write, yet many Hindi Student teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Do we think this is a good balance? If the goal of our language course is truly to enable our students to communicate in Hindi, then speaking skills should be taught and practiced in the language classroom.

We have to ask Why should we teach speaking skills in the classroom? Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the Hindi language classroom a fun and dynamic place to be.

Thus, trainees who are going to become Hindi language teachers are required to learn effective Hindi speaking for the enthusiastic education of their future students. Researcher is working as a lecturer in Hindi subject method in B.Ed College, So time to time communication has to be done with trainees by researcher. So this problem came to mind in researcher.

## OBJECTIVES:

For this research work, the researcher had the following objectives:

1. Knowing the mistakes of speaking Hindi
2. Find out the causes of mistakes in speaking Hindi.
3. To suggest ways to speak an effective Hindi language.
4. To Conduct experimental work for effective Hindi speaking.

## Question of Research:

The researcher had the following questions regarding this research work.

1. What mistakes will the trainees make in speaking Hindi?
2. What will be the reason behind the mistakes made in Hindi spoken by

the trainees?

3. What ways can be suggested to the trainees for they can speak Hindi effectively?
4. What kind of experimental work can be conduct to do for effective Hindi speaking?

## METHODOLOGY:

In Research, research methodology is the most importance stage for effective work. The work done with the right research methodology can reach its goal. In this research work, first and second year Hindi Methodology trainees were recruited of 2018-19 academic years. So the researcher used survey method for it.

## Type of Research:

According research area there are many types of research. Here this research will be called experimental based research because it is working on an experimental basis.

## Data Collection:

As in the creation of anything, materials are needed, Such research work requires data collection as materials. Without data collection, the researcher cannot reach a conclusion. Data Collection is also required with the Proper method. Here the researcher used purposive sampling method for data collection regarding specific purpose. Researcher used typical case purposive technique under the Non-probability sampling. All the Hindi Methodology trainees of the academic year 2018-19 become the sample of this research. Means totally population becomes the sample in this work. A total of 30 trainees from the first and second method were selected as samples in this work.

The researcher prepared an interview sheet for the data collection. The interview sheet was able to explain the mistakes of speaking Hindi language, the reasons for the mistakes etc. The researcher started this task at the beginning of college time and in the period of a method. Here are some of the reasons the researcher found out about mistakes in Hindi speaking of trainees on the basis of interview sheet. As like:

- Realize Fear and hesitation in speaking Hindi.
- Realize sense of shame and hesitation in speaking Hindi.

- Didn't get a chance to speak Hindi.
- Only reading and writing have led in study field.
- Even by the teachers, the class work is done indirect method so no found Hindi language environment in class room.
- Knowledge of the mother tongue hinders speaking Hindi.
- It's tough to be a Hindi speaker for a short time.
- Telling skill in Hindi has been neglected.etc.

#### Work Outline:

- **First Meeting:** (4<sup>th</sup> Jan. 2019 Friday ) On the first meeting, the researcher asked the trainees to talk about their identity and favorite hobby. At the same time, the researcher noted in his notebook the mistakes made by the trainees. in speech. The trainees were also asked to record their speech by others for self evaluation.
- **Second Meeting:** (9<sup>th</sup> Jan. 2019 Wednesday ) On the second meeting, the researcher asked the trainees to talk about importance of Hindi language in life and also noted their mistakes. The trainees were also asked to record their speech by others for self evaluation.
- **Third Meeting:** (12<sup>th</sup> Jan. 2019 Saturday) On the third meeting, the researcher asked the trainees about him mistakes and aware of the mistakes of speech also. Which type's disapproval of meaning to make mistakes of speech ,it also explained him.
- **Forth Meeting:** (16<sup>th</sup> Jan. 2019 Wednesday ) The fourth meeting was very important for this task. At this time the researcher had been give some important suggestions to the trainees on why to avoid mistakes in Hindi and how to speak effective Hindi. The suggestions were as follows:
  - Remove the fears and hesitation of speaking Hindi.
  - Build confidence.
  - Learn to bend fluency.
  - Speak only in Hindi with your friends .
  - Also speak in Hindi with the professor
  - Got every opportunity to speak Hindi.
  - Speak in Hindi in the Prayer assembly.
  - Listen to your own recording and find out where mistakes are made.
  - Download Hindi audio from the Internet and listen it carefully.

#### Others:

- Asked to develop a spiking skill to Based on the Hindi Subject Method Book.
- Asked to keep in mind the concept of Hindi grammar.
- The lectured were given by researcher on various topics in Hindi for continued five days, one hour each day in front of them.
- Information on different resources was provided
- **Fifth Meeting:** (18<sup>th</sup> Feb. 2019 Monday) The researcher handled the first meeting as pre-test and the fifth meeting as post test. On the fifth meeting, the researcher again asked the trainees to talk about their identity, favorite hobby and importance of Hindi language in life. At the same time, again the researcher noted in his notebook the mistakes made by the trainees. in speech. The trainees were also asked to record their speech by others for self evaluation.

#### Data Analysis:

This is the process by which sense is made of data gathered in research by proper application of statistical methods. For data analysis, the researcher used a simple percentage according Frequency analysis as a Statistical method. The data found by the researcher was tabulated as follows.

**Table 1: Performance of trainees before suggestions**

Sr.	Mistakes in Speech	Trainee (30)	Ratio of Mistakes
1	Panic (Nervousness) and fear	30	100 %
2	Hesitation	30	100 %
3	Lack of confidence	30	100 %
4	lack of fluently speech	30	100 %
5	Grammatical mistakes	22	73 %
6	Mistakes in place words	24	80 %
7	Mistakes in Singular and plural	25	83 %
8	Tense regarding mistakes	20	67 %
9	Used of Gujarati language words	30	100 %
10	Pronunciation to be wrong. etc	25	83 %

After the researcher has given some importance and valuable suggestions then showed some improvement of spiking skill of trainees. The statistical data is as follows:

**Table 2: Performance of trainees after suggestions and practices**

Sr.	Mistakes in Speech	Trainee (30)	Ratio of Mistakes
1	Panic (Nervousness) and fear	08	27 %
2	Hesitation	05	17 %
3	Lack of confidence	05	17 %
4	lack of fluently speech	07	23 %
5	Grammatical mistakes	04	19 %
6	Mistakes in place words	04	17 %
7	Mistakes in Singular and plural	00	00
8	Tense regarding mistakes	00	00
9	Used of Gujarati language words	05	17 %
10	Pronunciation to be wrong. etc	02	08 %

#### FINDINGS:

Some findings the researcher found at the end of the study is this:

1. In the speech of all the trainees, there was panic and fear, hesitation, lack of confidence, lack of fluent speech and use of Gujarati language words were found as a mistakes.
2. After the various type practices done by trainees and the suggestions were given by researcher the ratio of panic and fear was found in only 8 trainees. Means, speech improved by 22 trainees. The improvement ratio was 73 %..
3. In the speech of all thirty trainees there was found a mistake such like as lack of fluent speech . After the suggestions and practices ,it was found in only 7 trainees. Means, speech improved by 23 trainees. The improvement ratio was 77 %..
4. Grammatical mistakes were found In the speech of 22 trainees. on before the suggestions and practices. After it was found in only 4 trainees. Means, speech improved by 18 trainees. The improvement ratio was 82 %..
5. Mistakes in place words were found In the speech of 24 trainees. on before the suggestions and practices. After it was found in only 4 trainees. Means, speech improved by 20 trainees. The improvement ratio was 83 %..
6. Mistakes in Singular and plural was found as a mistake in speech of 25<sup>th</sup> trainee's. After the suggestions and practices, its ratio was nil found. Means, speech improved by totally 25 trainees. The improvement ratio was 100 %..
7. Tense regarding mistake was found in speech of 20 trainee's. After the suggestions and practices, its ratio was also nil found. Means, speech improved by totally 20 trainees. The improvement ratio was 100 %..
8. Mistakes about wrong Pronunciation was found in speech of 25<sup>th</sup> trainee's. After the suggestions and practices, its ratio was found in only 2 trainees. Means, Pronunciation regarding speech improved by 23 trainees. The improvement ratio was 92 %..

**CONCLUSIONS:**

The Conclusions of this research are as follows:

1. Speaking skills should be given priority in practice work and theory also.
2. Oral examination should be increased
3. Language is acquired knowledge.
4. Environment is necessary to learn language.
5. The teacher should give the opportunity to children for statement in the class work
6. Trainees should make practices every days to achieve language dominance of Hindi.
7. Teacher should teach directly method instead of indirect method
8. Trainees should talk to each other in Hindi
9. The teacher educator should consult with the trainees in Hindi language from time to time.
10. The discussion should be organized across different topics.

**Plan of Action:**

- **Based on my conclusion, I will get the following recommended action:**

- I will give Trainee more opportunities to speak in class.
- I will Give attention to the statement of trainees in class work
- I will not ignore the mistakes being made in their statement
- I will make them aware of the mistakes being made in their statement.
- I will talk with trainee in Hindi only.
- I will give priority of oral work in class work.
- From time to time i will take their oral test also.

- **Responsible for this:**

- Pre teachers are most responsible for its.
- The education system is also responsible for this
- The priority of reading and writing in education is also responsible for this.
- The trainees themselves are responsible for some of the mistakes

- **Time line:**

- The researcher took the time about a month and a half to do this work
- An oral test is required to be conducted once in a month for better work
- A one-year period is sufficient for this task
- Resources and materials
- Internet, Tap recorder, Mobile.
- Various references books.
- Library
- Classis for interaction. etc.

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